

Iowa Individual Administrator Professional Development Plan

to be developed collaboratively between administrator and supervisor

Name: Davis Eidahl

School: Evans Middle School

District: Ottumwa

AEA: Great Prairie

District or Building Focus

Step 1

General District Goal Area (from CSIP or other improvement plan) If using a goal area not included in a plan, include data which shows the need for focusing your leadership actions in this area.

All students will increase in proficiency in literacy (reading comprehension and written expression)

Step 2

Specific School or District Goal (for above general goal area)

Increase the number of students proficient in reading comprehension based on the ITBS at Evans Middle school

Step 3

Specific Leadership Goals* (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)	Related ISSL	Indicators of Progress (Document the effect of chosen indicators.)	Start & End Dates	Review Date(s)	Items discussed during review
Provide struggling readers (students) with needed intervention by doubling their instructional minutes in reading	1	All students who are below or near the non-proficient mark on the ITBS are enrolled in a reading enrichment class in addition to their core reading class	August - June	September and December	Student identification, course curriculum and skills emphasized, student reading achievement
Provide on-going literacy PD (using IPDM) to all teachers to integrate literacy across all content areas	1	Targeted walk-through observations will show an increase in fidelity of literacy strategies	August – June	1 st Wednesday of each month during SIT collaboration	Data... Implementation logs, walk-through data, future PD agendas
Model my commitment by participating in and demonstrating “new” learning and build a culture of trust	2, 5	Participate and/or lead PD and implement new learning in classrooms	August-June	1 st Wednesday of each month during SIT collaboration	New learning, progress of implementation, fidelity, direction to go with PD

Step 4

Learning Goals* (1-3 things the administrator will LEARN to more effectively implement step 3)	Related ISSL	Indicators of Progress (Document the effect of chosen indicator)	Start & End Dates	Review Date(s)	Items discussed during review
Develop a deeper understanding of integrating literacy across all content areas with high fidelity and consistency	5, 6	Participate in and/or lead building PD, conduct targeted walk-through in order to have reflective conversations around instruction with all content teachers	August – June	1 st Wednesday of every month during SIT collaboration	Researched based literacy strategies, level of implementation, frequency and fidelity of implementation, support needed, future PD agendas
Attend all GPAEA sponsored “Literacy in the Content Area” professional development with a team from EMS and transfer knowledge back	5	Attendance at all GPAEA literacy PD, Use the IPDM to transfer new learning back to building staff	August – June	1 st Wednesday of every month during SIT collaboration	New learning from PD session, how to transfer new learning back to staff, future PD agendas and responsibilities
Read and participate/lead a book study with the book, “Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, Fisher and Frey	2	Participate/facilitate a book study the Evans School Improvement Team, Apply knowledge learned through my leadership and building PD	August – June	Weekly following book study session	New learning from the book, how to apply new learning, ah-ha’s from the chapters read

*Administrators are encouraged to use “SMART Goal” design to develop their goals. See page 2.

Supports for Plan Implementation (check all that apply and describe)

- ☒ Supervisor/Board: Sue Meadow, director of CIA,
☒ Peer: Kris, (sounding board, reflective partner)

- ☒ AEA/Regional: Becky Zesiger, GPAEA reading consultant, (assist with new learning)
☒ Other: Evans School Improvement Team, (to hold me accountable to my plan)

Administrator Signature/Date _____

Supervisor Signature/Date _____

SMART Goals Worksheet

This is an optional tool to assist with goal writing. Use the process for each of the 1-3 goals you are considering.

S – Strategic and Specific

Strategic - Select a high-leverage goal that will make a difference.

Specific - Clearly define what you will do and how you will do it.

M – Measurable

Establish concrete criteria for tracking progress and determining success.

A – Attainable

Select a goal you have a reasonable expectation of achieving (a “stretch” goal that is not easy, but doable).

R – Results-based

Clearly define the results you expect to see.

T – Time-bound

Establish a starting and ending date for completion of the goal.

Leadership Goal

R – What result do you hope to achieve? Be specific.	S - What specific leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.	A – What is the likelihood you will achieve the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.	M – What measures (criteria) will you use to determine progress and document the effect of chosen indicators?	T – What is the timeframe for completing the goal? List start date, review date(s) and end date.
Increase the percent of students proficient in reading comprehension by 5% to reach AMO for total students as a building	<p>Provide struggling readers (students) with needed intervention (Second Chance Reading, Reading Enrichment) in addition to their core reading class</p> <p>Provide on-going literacy PD to all teachers</p> <p>Participate in all PD and model new learning and expectation</p> <p>Provide teachers weekly collaboration time during the work day to discuss curriculum, instruction and achievement</p>	<p>All students who are non-proficient based on the ITBS will receive twice the amount of reading instruction during the school day.</p> <p>Teachers will be provided literacy PD for implementation across all content areas.</p> <p>The IPDM will be the map for PD delivery</p> <p>I will model expectation, PD participation and new learning in literacy</p>	<p>Basic Reading Inventory</p> <p>Iowa Tests of Basic Skills – reading comprehension</p> <p>Teacher implementation logs</p> <p>Walk-throughs and targeted walk-throughs</p> <p>Individual Teacher Professional Development Plans</p>	<p>August – Begin plan</p> <p>September – Review BRI (by teams), School Improvement Team review ITPDP</p> <p>December – Review ITBS (by building, teams)</p> <p>May – Review BRI (post) by teams and building</p> <p>Monthly – School Improvement Team review implementation data, building PD and teacher feedback</p> <p>June – Plan concludes, Review successes and barriers of plan, establish new goals and plan for upcoming school year</p>

Final leadership goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)

Increase the percent of students proficient in reading comprehension as measured by the BRI and ITBS through the implementation of scientifically based literacy strategies across all content areas learned through building PD and provide all students who are currently non-proficient readers “double” the amount of reading instructional time.

Learning Goal

R – What result do you hope to achieve? Be specific.	S - What specific leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.	A – What is the likelihood you will achieve the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.	M – What measures (criteria) will you use to determine progress and document the effect of chosen indicators?	T – What is the timeframe for completing the goal? List start date, review date(s) and end date.
<p>Develop a deeper understanding of integrating literacy across all content areas with high fidelity and consistency</p> <p>Attend all GPAEA sponsored “Literacy in the Content Area” professional development with a team from EMS and transfer that knowledge back all staff</p> <p>Read and participate/lead a book study with the book, “Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, Fisher and Frey</p>	<p>Participate in the new learning provided within and outside the building</p> <p>Share my new learning and lead building professional development</p> <p>Share out and accept the data</p> <p>Guest teach in classrooms to model expectations and “risk taking”</p> <p>Model commitment</p> <p>Engage in continuous reflective conversations with teachers around instruction</p>	<p>Through the participation in building and GPAEA sponsored PD, I can model expectation, commitment, risk-taking and build an environment of trust</p>	<p>School Improvement Team feedback on direction and pace of PD and implementation</p> <p>Feedback from teachers regarding PD content and delivery</p> <p>Feedback from students on classroom engagement and AIW</p> <p>Student assessments: BRI, ITBS</p>	<p>August – Begin plan</p> <p>Monthly – School Improvement Team will analyze feedback and level of learning and implementation of PD</p>

Final learning goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)

Reduce the Knowing-Doing gap at EMS by learning and implementing literacy strategies across all content areas with high fidelity and building a culture of trust through modeling commitment and clear expectations.